

**Michigan Department of Education**

**Office of Special Education and  
Early Intervention Services**

**UPDATE**

**September 2004**

Michigan Department of Education  
Office of Special Education and Early Intervention Services  
September 2004 Update

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### **Administrative Rules for Special Education**

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The Office of Special Education and Early Intervention Services (OSE/EIS) has submitted a Request for Rulemaking (RFR) with the Office of Regulatory Reform (ORR). Information regarding the proposed changes may be found on the ORR web site at [www.state.mi.us/orr/](http://www.state.mi.us/orr/).

The rules included in the RFR are as follows:

Transition Coordinator; qualifications – The proposed rule would allow vocational rehabilitation counselors and mental health professionals who have particular skills in transition service coordination to be employed and reimbursed as special education professionals and perform transition coordination services.

Rules 340.1724, 1724a, 1724c, and 1725e, (Due Process Hearing). The current due process hearing system rules would be replaced with a one-tiered salaried magistrate system. The proposed magistrate system would streamline the due process system and provide a decision within a reasonable timeframe.

Rule 340.1746, (Homebound Services), contains provisions that are redundant with federal regulations. These are proposed for rescission.

Rule 340.1756, (Programs for Students with Severe Language Impairments). Portions of this rule are proposed for rescission to eliminate the diagnostic criteria requirement that may be in conflict with federal regulations.

Rules 340.1781, 1782, 1783a, 1786, 1787, 1788, 1799, 1799a (Qualifications of Teachers). The qualifications in the rules are outdated. These rules are proposed for revision to reflect current teacher preparation standards.

Rule 340.1831 requires a technical change. There is a misprint in the current rule.

It is anticipated that the rule language will be available on the Michigan Department of Education (MDE) web site at [www.michigan.gov/mde](http://www.michigan.gov/mde) by the beginning of August 2004 and that public hearing will be held in the fall of 2004.

The following documents will also be available for public comment in the fall:

Guidelines on Addendums to the Individualized Education Program

Revised procedures for Temporary Approval of School Social Workers

The following 2003 rules are progressing toward promulgation:

Proposed Rule 340.1717, Deaf-blindness, defined; determination

Rule 340.1715, Autism Spectrum Disorder, defined; determination

A modification to current R 340.1722a to remove language regarding the superintendent's appeal of decisions made by an individualized education program team.

Other non-substantive modifications to Rules 340.1733, 340.1749a, and 340.1749b.

The modification to Rule 340.1724d, Mediation was proposed to include a “stay put” provision. The Department has decided not to pursue this change.

### **Annual Performance Report (APR) for Part B and Part C**

Contact: Karen Rockhold at (517) 373-6325 or at [rockholdr@michigan.gov](mailto:rockholdr@michigan.gov)

As the United States Department of Education (USDoE) focuses on accountability for outcomes, the OSE/EIS must now submit an APR for both the Part C (*Early On*) and Part B (Special Education) systems. These reports require analysis of aggregate state data and the development and implementation of improvement plans based on the analysis. The Part B APR looks at General Supervision, Early Childhood Transition, Free and Appropriate Public Education (FAPE) in the Least Restricted Environment (LRE), Secondary Transition, and Parent Involvement. The Part C APR examines General Supervision, Comprehensive Public Awareness & Child Find System, Family Centered Services, Early Intervention Services (EISs) in Natural Environments, and Early Childhood Transition. Copies of the APR's can be found on the MDE website at [www.michigan.gov/mde](http://www.michigan.gov/mde).

### **Assessment of Students with Disabilities in the State Assessment System**

Contact: Peggy Dutcher at (517) 335-0471 or at [dutcherp@michigan.gov](mailto:dutcherp@michigan.gov)

### **MI-Access, Michigan's Alternate Assessment Program**

The third year of the statewide administration of MI-Access was completed at the end of March 2004. The results from the Winter 2004 MI-Access Phase 1 assessments were shipped to districts in June 2004, they are also available on-line at [www.michigan.gov/mi-access](http://www.michigan.gov/mi-access).

### **MI-Access Phase 1 Update**

In order to comply with NO Child Left Behind (NCLB) requirements, all state must indicate whether students are proficient on the English Language Arts (ELA) and/or Mathematics assessments they take. While this was a fairly straightforward task for students taking the MEAP, it was more challenging for some alternate assessment, such as MI-Access Phase 1 (Participation and Supported Independence) in which academics are imbedded in the context of daily living skills. Last spring, the MI-Access staff designated specific MI-Access Phase 1 Performance Expectations (PEs) as ELA or Mathematics, a conversion table was provided to the field to assist in calculating proficiency in the subject areas of ELA and mathematics.

### **MI-Access Phase 2.1 Update**

The MI-Access Phase 2.1 assessment went through much transition over the last year, The BRIGANCE<sup>®</sup> was chosen as the Interim Phase 2.1 assessment. The first step was to choose the assessment items from the BRIGANCE that were to be used for Phase 2.1, then the items needed to be adjusted to suit the needs of our Phase 2 students. After the Interim Phase 2 BRIGANCE assessments were administered, scanned and scored, results were returned to schools showing how many students Surpassed, Attained or are Emerging Toward the Performance Standard. Standard Setting meetings for the Interim Phase 2 BRIGANCE assessment took place in November 2003. The committees were divided into

to main groups, Content Advisory and Sensitivity Review, and were comprised of more than 60 teachers, school psychologists, parents, teacher consultants and other practitioners familiar with the student taking part in MI-Access Phase 2, and tentative cut scores were established. The cut scores were presented to the MI-Access Technical Advisory Committee for comment and then to the State Board of Education and were passed.

In the mean time the MDE and their committees were busy writing items for the actual Phase 2.1 assessment that needs to be in place for the 2005/2006 school year. Once the items were written and edited the MDE along with its Phase 2 MI-Access Content Advisory Committee and Sensitivity Review Committee reviewed thousands of ELA and mathematics items for content and bias issues. Once the items were reviewed by the committees, they were revised or dropped as needed. The items that remained were incorporated into multiple Phase 2.1 MI-Access assessment booklets. In the spring several districts around the state participated in a tryout of the new MI-Access Phase 2 assessment. The CAC and SRC were brought back together to review how the students did and the teacher comments. The items that remain will be incorporated into a multiple Phase 2.1 item Pilot assessment booklets and administered during the Winter 2005 MI-Access assessment window to Phase 2.1 students

#### **No Child Left Behind Legislation and State Assessment of Students with Disabilities**

The NCLB legislation requires that all students be included in the state's single accountability system. States must assess students in the content areas of reading/ELA, and mathematics in grades 3-8 by the 2005-06 school year. The content area of Science will be added by the 2007-08 school year.

#### **Office of Educational Assessment and Accountability**

The Michigan Educational Assessment Program (MEAP) has moved back to the MDE from the Michigan Department of Treasury. In addition, a new office has been established called the Office of Educational Assessment and Accountability (OEAA). Headed by Dr. Edward Roeber, the new office oversees four programs; The MEAP; the Assessment for Students with Disabilities Program; the Assessment of English Language Learners Program, and Accountability.

#### **MEAP, and MI-Access Testing Windows**

The testing windows for the 2004-05 school year are:

MEAP grades 3-8	1/26 – 2/13/05
Grade 11	4/25 – 5/13/05
MI-Access 3-8 & 11	2/17 – 3/31/05

#### **Move to Fall Testing**

The State Board of Education at the June meeting voted to move the elementary and middle school Michigan Education Assessment Program (MEAP) tests from the winter to the fall. The MI-Access assessment window will adjust as well having 2 test cycles to coincide with the MEAP testing cycles. The specific dates for the fall grades 3-8 MI-Access assessments will be finalized by September 13. Please complete the on-line survey related to this topic by going to the MI-Access web page ([www.michigan.gov/mi-access](http://www.michigan.gov/mi-access)).

## Fall Conferences

MEAP	MI-Access
9/21 Marquette NMU	9/20 Marquette NMU
9/22 Grayling Holiday Inn	9/29 Lansing Center
10/4 Lansing Center	10/6 Detroit Sterling Inn Sterling Heights
10/13 Grand Rapids Crowne Plaza	10/12 Grand Rapids Crowne Plaza
10/18 Detroit – Sterling Inn Sterling Heights	

## Complaints Calendar Year 2003

Contact: Ron Greiner at (517) 335-0461 or at [greinerr@michigan.gov](mailto:greinerr@michigan.gov)

## Trends

Complainants continue to emphasize many factors. They give emphasis to requests for compensatory education to address denial of services, reviews of allegations that occurred before the one-year limitation, and to the responsibilities of public school academies (PSAs) for students with disabilities. In addition, complaints allege the non-implementation of individualized education programs (IEPs). Complaints may also include multiple allegations filed by those not covered under special education regulations.

## Emerging Issues

Emerging Issues include: allegations related to the independence of the Intermediate School District (ISD) investigator and/or the completeness of the investigation report; Qualifications of HI interpreters; Disagreement with ISD plans.

## Complaint Data

There were 272 special education complaints filed during the 2003 calendar year, compared to 233 during the 2002 calendar year. The OSE/EIS completed 64 state investigations and found 1 or more violations in 45 of these complaints.

## Timelines

In September, 2003 the OSE/EIS completed a protocol for training state-level investigators and received permission to bypass the state of Michigan hiring freeze. In October, 2003 two compliance consultants were hired and trained. In November, 2003, the Office of Special Education Programs (OSEP) monitoring emphasized Michigan's current and historical non-compliance with the timelines for issuing final decisions. In February, 2004, the OSE/EIS trained six ISD complaint investigators, established contracts, and began assigning state investigations to them. The OSEP identified Michigan at risk for sanctions on this component of general supervision and allowed 60 calendar days to achieve compliance. On May 14, 2004, the state achieved full compliance with complaint timelines.

## Internal Operating Procedures

The OSE/EIS is revising internal operating procedures under "exceptional circumstances." A new database is in the process of being completed along with revisions to Issue Codes and Correction Codes.

### **Continuous Improvement Monitoring Process (CIMP)**

Contact: Patti Oates-Ulrich at (517) 241-4418 or at [oates-ulrichp@michigan.gov](mailto:oates-ulrichp@michigan.gov)

In 2002-2003 a group of stakeholders and members of the OSE/EIS identified the strategic directives needed to address the barriers and challenges of the system in these areas: School Age-Students with disabilities reach challenging educational standards; Secondary Transition-Young adults with disabilities are employed, engaged in further education, or other meaningful activities at the postsecondary level.

The 2003-2004 results were an Improvement Plan for both School Age and Secondary Transition. These Improvement Plans will be available on the MDE website in August, 2004. The document Design for Results: a Systemic Approach for Improving Performance Results of Special Education and Early Intervention Services describes the CIMP from the Birth to Five, General Supervision, School Age and Secondary Transition areas of concern, and will be available in print August, 2004 on the MDE web site at [www.michigan.gov/mde](http://www.michigan.gov/mde).

The Great Lakes Area Regional Resource Center (GLARRC) in collaboration with the OSE/EIS evaluated implementation progress of the directives across the four result areas. The integration of this work with the Continuous Improvement Focused Monitoring (CIFM) process will be a focus of the CIMP for the coming year.

### **Early Intervention Services (EIS)/Early On Michigan**

Contact: Vanessa Winborne at (517) 335-4865 or at [winbornev@michigan.gov](mailto:winbornev@michigan.gov)

*Early On* in collaboration with Special Education embarked on the design of a new focused monitoring process under the Individuals with Disabilities Education Act (IDEA). The Office of Special Education Programs (OSEP) initiated this revised monitoring process that encompasses a focus on results for infants, toddlers, children, and youth with disabilities. Focused Monitoring uses data to guide assistance and improvement planning.

Over the past year the OSEP has worked closely with the MDE. In November 2003 federal program officers visited OSE/EIS to conduct a data verification exercise for Part C and Part B. In March 2003 a revised Annual Performance Report (APR) was submitted providing data to the OSEP on Michigan's Performance. Feedback from the OSEP required improvements to the monitoring process and data collection.

The MDE has re-organized and a new Office of Early Childhood Education and Family Services has been developed. The re-organization will move *Early On* to this new office. Currently a search is underway for a Director of the new office.

The MDE is in the process of revising the Early Childhood Standards of Quality document. A group of stakeholders from the early childhood field have been organized and are currently revising the standards. The new document will be presented to the State Board of Education (SBE) in the fall. This document addresses all preschool programs and services managed in to the Department. In the future a similar process will address Birth-three standards of quality.



### **Electronic Individualized Education Program (IEP) Forms, Reports, and Process**

Contact: Allan Knapp at (517) 485-8181 or at [akzoom@aol.com](mailto:akzoom@aol.com)  
Kathy Golinski at (248) 209-2089 or at [Kathleen.golinski@oakland.k12.mi.us](mailto:Kathleen.golinski@oakland.k12.mi.us)

Oakland Schools funded the design stage of an electronic IEP that will link to the Michigan Compliance Information System (MI-CIS) Student Database product. Design is completed and the OSE/EIS will fund development and implementation. Piloting is slated for April 2005. A consortium of Oakland ISD, Kent ISD, and Ionia ISD will provide field input. The e-IEP will follow the new statewide IEP forms and manuals, and will be implemented in stages. In addition, standards and guidance for appropriate use of e-IEPs will be developed.

### **Funding/Grants**

Contact: Federal Program:  
Linda Domine at (517) 373-6309 or at [dominel@michigan.gov](mailto:dominel@michigan.gov)

State Program:  
Dianne Easterling at (517) 241-4517 or at [easterlingd@michigan.gov](mailto:easterlingd@michigan.gov)

*Early On* Program:  
Vanessa Winborne at (517) 335-4865 or at [winbornev@michigan.gov](mailto:winbornev@michigan.gov)

### **Michigan Electronic Grants System (MEGS)**

The MEGS is a MDE initiative that the OSE/EIS has been involved in since July 2000. As the MEGS continues to be developed, many of the technical challenges encountered, common to new software, are being resolved. This year, the ability to complete the Final Cost Reports (DS-4044s) through MEGS should result in greater efficiency.

Final Narrative Reports for Special Education (source 030450), Preschool (source 030460), Enhancing Opportunities for Students with Disabilities (EOSD) and Training, Materials and Technology (TMT) (source 040480), and Transition Services and Capacity Building (source 040490) flowthrough grants were due June 30, 2004, in MEGS.

The Final Cost Reports (DS-4044s) are due August 30, 2004.

Interim Federal Expense Report (IFER) – Look for this report in your Special Education and Preschool flowthrough grants (0304 green grants). You will use the IFER to enter your first 12 months expenditures following completion of your single audit. The IFER will not be available to use after September 15, 2004.

### **Fiscal Year 2004-2005 IDEA, Part B and Part C, Allocations**

Final allocations for the IDEA, Part B flowthrough, Preschool, Capacity Building, EOSD, TMT, Transition, and Part C flowthrough are being reviewed and approved by the MDE Superintendent. Until the Superintendent approves this item, the specific calculations cannot be disclosed.

## **Part B, Flowthrough**

The calculations indicate that the increase across ISDs averages 15% for Part B flowthrough. Some districts will realize a larger or smaller percentage since the allocation is multi-factored. The formula is calculated using three elements: (1) special education population base (hold-harmless on December 1, 1998 student count); (2) total student population (all students K-12 in public and non-public schools); and (3) poverty index (computed using federal free lunch program).

## **Capacity Building Grants**

Contact: Lamia Haddad at (517) 373-4584 or at [haddadl@michigan.gov](mailto:haddadl@michigan.gov)

Capacity Building Grants are focused on the implementation of data-supported strategies. Strategies are focused on improving the performance of students with disabilities and building implementation capacity.

Two evaluation reports are required this year; (1) An interim evaluation to report the status of the project, and (2) final evaluation to report the outcomes of the project. The reports are due on January 30, 2005 and July 30, 2005.

## **Preschool Grant**

The 2004-2005 Preschool Grant Award did increase by 1.5% but when the counts for K-12 public and non-public and free lunch (poverty factor) were placed into the formula for calculation, the allocations for ISDs showed a minor decrease in most ISDs from 2003-2004 because the counts were higher, meaning the funds were spread thinner. You can use flowthrough dollars to fund preschool activities.

## **Part C, Flowthrough**

This year's Part C federal allocation decreased by 3%. The decrease was due to the state's decrease in population. The ISDs/Service Areas (SAs) still received 80% of the amount of the federal award, but due to decrease many SAs experienced a decrease in allocation.

## **State School Aid Update**

Contact: Dianne Easterling at (517) 241-4517 or at [easterlingd@michigan.gov](mailto:easterlingd@michigan.gov)

The School Aid Budget appropriates funding to the state's 554 LEAs, 191 PSAs, and 57 ISDs for operations and certain categorical programs. It also appropriates funds to the Center for Education Performance Information (CEPI), Department of Labor and Economic Growth (DLEG), and other entities to implement certain grants and other programs related to K-12 education.

The School Aid Bill for 2004-2005, SB1069 passed the Senate on March 30, 2004 and the House on June 8, 2004. There are points of difference on every section ensuring that the full bill will go to Conference Committee. As of July 14, 2004 both the Senate and the House have named their conferees, but no date has been set for the Conference Committee to meet. It is expected that all budget bills will be taken up after an agreement is reached on the casino tax issue.

Items of interest include:

1. Both the House and the Senate versions retain the current “80/20” membership blend.
2. Both the House and the Senate retain the foundation allowance at the FY2003-2004 level.
3. Both the House and the Senate concur with the MPSERS reduction in the school employee retirement rate from 16.27% to 14.87%, saving districts an estimated \$138 million.

On July 1, 2004, the Governor signed Senate Bill 1194 as Public Act 185 of 2004. This bill appropriates the transfer of an additional \$50.1 million of general fund money to the school aid fund for the 2003-2004 school year. The \$50.1 million was the amount agreed upon at the May, 2004 Revenue Estimating Conference as the deficit in the 2003-2004 school aid fund. This transfer allows the July and August 2004 school aid payments to be made in whole eliminating further proration.

### **Transition Grant**

The 2004-2005 Transition Grant allocations have not changed from last year. Grant requirements include:

1. ISD Michigan Transition Outcomes Project (MI-TOP) Report Out Meeting Summary due November 30, 2004. ISDs are required to submit an improvement plan based on the results of the IEP Requirements Checklist data, Graduation/Dropout data, and Parent Survey data.
2. Mid-Year Progress Report due January 30, 2005. ISDs are required to submit a MI-TOP personnel development plan and an update on their improvement plan process.
3. Final Report due July 31, 2005. Report MI-TOP personnel development plan and improvement plan progress.

### **Intermediate School District Plans**

Contact: Roxanne Balfour at (517) 335-0468 or at [balfourr@michigan.gov](mailto:balfourr@michigan.gov)

Many ISDs have revised or submitted new plans to incorporate the 1832 (e) option, which allows special education programs and services to be offered in an alternative method to rule language described in Part 3 of the Michigan Special Education Revised Administrative Rules. To date we have received approximately 28 new plans in our office.

Please note that plans, as of the new rules change in June 2002, are reviewed and revised as necessary and have no time frame as to when they must be submitted. The most current approved plan on file in our office will be the effective plan the ISD must abide by for purposes of the delivery of special education programs and services.

### **Michigan Compliance Information System (MI-CIS)**

Contact: John Andrejack at (517) 241-4386 or at [andrejackj@michigan.gov](mailto:andrejackj@michigan.gov)  
Allan Knapp at (517) 485-8181 or at [akzoom@aol.com](mailto:akzoom@aol.com)

Three December Special Education and *Early On* data collections have been done with the MI-CIS Periodic Count process. A second draft of the Special Education December Count Data Portraits have been released and allows comparisons of any ISD with other ISDs in the state, appropriate region, and a same-sized peer group. The latest portraits include LEA level data for each region and peer group. For December 2004, the submission process will be improved with additional feedback reports and a quicker turn-around for the Data Portraits.

For current MI-CIS Student Database users, improvements center on including additional utilities and reports to make the system user-friendly and provide better access to data. These additions include updates to historical records, merging together duplicate records for a single student, and allowing multiple historical school records within an ISD/District. Migrations for Registry Management System (RMS/2000) users into MI-CIS will continue to take place this summer and fall. Migrations for EETRK *Early On* users are being tested in the fall

The three main priorities for the 2004-2005 school year are (1) to add functionality to the Student Database to make it a more useful product for ISD, district and school users; (2) to implement a Dispute Resolution module that includes mediation, hearing, and complaint information to bring Michigan in compliance with federal monitoring requirements; and (3) pilot the electronic IEP project as an aide for management and tracking of IEP process and results.

### **MI Medicaid School Based Services Program**

Contact: Jane Reagan at (517) 335-2250 or at [reaganj@michigan.gov](mailto:reaganj@michigan.gov)

### **Fee-For-Service (FFS) Program Changes**

Contact: Linda Sowle at (517) 241-8398 or at [sowlel@michigan.gov](mailto:sowlel@michigan.gov)

As most of you know, Medicaid's FFS policy was totally re-written, effective October 1, 2003 and there have been additional changes since then. The efforts to minimize the impact of the new requirement to obtain annual referrals from physicians for any speech-language services was requested by Medicaid to the federal Centers for Medicare and Medicaid Services (CMS), but denied December 29, 2003. The documentation requirements for special education transportation have proven to be difficult but are required. The CMS is asking Michigan Medicaid to "provide additional information" regarding the methodology set in 1991 for the reimbursement rates. The impact on ISDs not yet clear, but Medicaid's formal response is due September 10, 2004.

### **Administrative Outreach Program Changes**

Contact: Penny Dipple at (517) 241-5159 or at [dipplep@michigan.gov](mailto:dipplep@michigan.gov)

We are nearly half-way through the first year of the new policy, including random moment time studies required by the May 2002 Settlement. The first claim should be submitted by the Statewide Contractor Public Consulting Group (PCG) by end of July 2004. The claim

will certainly be lower than in the past, but we are not sure by how much. Each time study NOT turned in, is subtracted from total, affecting all 18 quarters of the backcasting. TIME STUDIES MUST BE TURNED IN. Special Monitoring contractor is Maximus company, their contract ends September 2004.

Opportunities for input from you: *Administrative Claiming Advisory Group*, next meeting of ISD representatives at Medicaid: August 24, 2004. *Discussion with Medicaid of next steps in considering new reimbursement process*, also August 24, 2004. *Medicaid Provider Liaison Group*--2x/ yr, next one not scheduled yet, but Fall 2004.

### **Michigan School for the Blind/Low Incidence Outreach (MSB/LIO) Programs and Services**

Contact: Kathy Brown at (810) 257-1421 or [brownk3@michigan.gov](mailto:brownk3@michigan.gov)

The current MSB/LIO program is a merger of the MSB outreach program, a production unit providing alternate format textbooks, and outreach services previously provided by the Michigan School for the Deaf (MSD). MSB/LIO staff work with all LEAs, PSAs, ISDs, children who are visually impaired and their families, as well as other resource agencies. The overarching goal is to provide technical assistance and resources to enable local service providers to serve and improve the quality of education for students who are visually impaired, including those with multiple impairments. Services currently available include:

- Training in disability-specific skills
- Production of large print and Braille
- Resource Library
- Signed Communication Proficiency Interviews
- Regional Captioned Media Library

### **Michigan School for the Deaf Programs and Services**

Contact: Beth Steenwyk at (517) 241-4035 or at [steenwykb@michigan.gov](mailto:steenwykb@michigan.gov)

Placement at MSD is determined on a student-by-student basis through the IEPT process involving local school district personnel and the child's parents. For each child with a disability, there must exist a continuum of placement options from which the local school superintendent makes the most appropriate placement recommendation. MSD is one option in the provision of services for students with who are deaf or hard of hearing. Students who attend MSD receive a unique combination of services resulting from complex educational planning involving the interaction of many social, emotional, and behavioral intervention strategies, in addition to academic and residential support services. The range, intensity, and plethora of services available at MSD are provided for any student with a hearing impairment in Michigan as determined by the IEPT.

The primary goal of the MSD program is to provide educational programs and services for students who are deaf or hard of hearing: (1) whose educational needs, in the least restrictive environment, are best met by placement at the MSD; (2) whose school district has elected to send the student to MSD because the parents or the IEPT have identified MSD as having the most beneficial educational program; (3) for whom the specific language and communication demands as identified under the IDEA are best met by MSD's specific Total Communication

Policy which encompasses the entire campus and includes ambient communication; and (4) who will benefit from proximity to other students and adults who are deaf as role models which will help them realize their full academic and social potential.

Following are the programs currently offered:

- Preprimary Program
- Primary Program
- Upper Elementary Program
- Middle School Program
- High School Program
- Independent Living
- Residential Program
- Extracurricular Program
- Support Services

### **Monitoring**

Contact: Kathy Barker at (517) 373-7169 or at [barkerk@michigan.gov](mailto:barkerk@michigan.gov)

### **2004-2005 Ongoing Activities from Previous Cycles**

Site	Status
Saginaw ISD	Working to close-out
Bay-Arenac ISD	Working to close-out
Family Independence Agency (FIA)	Working to close-out
MSD	Working to close-out
Huron ISD	Working to close-out
Midland ISD	Working to close-out
Muskegon ISD	Working to close-out
St. Clair ISD	Working to close-out
Lapeer ISD	Working to close-out
Sanilac ISD	Working to close-out
Gogebic-Ontonogan ISD	Working to close-out
Macomb ISD	Targeted Monitoring

All sites are to be completed/closed out no later than December 1, 2004.

### **Continuous Improvement Monitoring System (CIMS) Field Implementation Pilot Site Activities**

Partnerships have been created with LEAs (Part B) and SAs (Part C) that have volunteered for the CIMS pilot. ISD personnel (planner/monitor) will be involved in pilot activities for LEAs/SAs in their ISD. All ISD Monitors will be trained in self-assessment activities during September thru December 2004 and implementation will occur in these ISDs January thru May 2005. A public comment period for CIMS will occur during spring 2005. Verification activities for randomly selected ISDs will be field piloted during winter 2004.

### **Personnel Approvals**

Contact: Roxanne Balfour at (517) 335-0468 or at [balfourr@michigan.gov](mailto:balfourr@michigan.gov)

The following is a summary of the special education approvals that were processed for 2003-2004 school year.

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#### **Personnel Approval Counts For 2003 - 2004**

Program Name	Temporary	Cont Temporary	Full	Total
Mild Cognitive Impairment	16	38	0	54
Moderate Cognitive Impairment	13	9	0	22
Severe Cognitive Impairment	3	13	0	16
Emotional Impairment	52	99	0	151
Learning Disabilities	105	164	0	269
Physical and Other Health Impairment	2	4	0	6
Severe Multiple Impairment	0	3	0	3
Early Childhood Special Education	36	41	18	95
Autism	47	62	0	109
Resource Room	95	146	0	241
Phys Ed for Students with Disabilities	2	1	0	3
Director of Special Education	21	7	10	38
Supervisor of Special Education	44	29	35	108
Teacher Consultant: Autistic Impaired (AI)	0	0	14	14
Teacher Consultant: Mentally Impaired (MI)	0	0	60	60
Teacher Consultant: Emotionally Impaired (EI)	0	0	64	64
Teacher Consultant: Learning Disability (LD)	0	0	101	101
Teacher Consultant: Hearing Impaired (HI)	0	0	18	18
Teacher Consultant: Visually Impaired (VI)	0	0	10	10
Teacher Consultant: Physically or Otherwise Health Impaired (POHI)	0	0	7	7
School Social Work	127	35	164	326
Physical Therapy Assistant	0	0	2	2
Total Approvals	563	651	503	1717
Permits				9

There are 74 special education approvals as of July 2, 2004 that are not reflected in this count pending payment. All counts will be finalized by September 1, 2004.



### **Special Education Advisory Committee (SEAC)**

Contact: Fran Loose at (517) 241-4414 or at [loosef@michigan.gov](mailto:loosef@michigan.gov)

The SEAC is Michigan's IDEA mandated State Advisory Panel to the SBE and the MDE. Its purpose is to:

- Advise the State Education Agency (SEA) of unmet needs within the state in the education of children with disabilities, 300.652(a)(1)
- Comment Publicly on any rules or regulations proposed by the state regarding the education of children with disabilities, 300.652(a)(2)
- Advise the SEA in developing evaluations and reporting on data to the Secretary under section 618 of the Act, 300.652(a)(3)
- Advise the SEA in developing corrective action plans to address findings identified in Federal monitoring reports under Part B of the Act, 300.652(a)(4)
- Advise the SEA in developing and implementing policies relating to the coordination of services for children with disabilities, 300.652(a)(5) and
- Advise on eligible students with disabilities in adult prisons 300.652(b)

The SEAC served as an advisory resource regarding the array of documents and procedures that were revised to comply with the newly implemented rules. Several SEAC members served on the Magistrate Referent Group and assisted in the information flow between the two groups regarding this emerging proposal. In addition, much of the work over the past year has occurred within the context of three subcommittees of SEAC.

### **General Supervision Committee**

Reviewed OSE/EIS updates on timely completion of complaints, and committee members reviewed proposed rules and associated public comment, offering recommendations to the OSE/EIS.

### **School Age Committee**

Focused on recommendations to the SBE regarding the impact of No Child Left Behind (NCLB) school reform legislation on students with disabilities.

### **Secondary Transition Committee**

Examined the state of transition practices in Michigan, focusing particularly on eligible students in adult prisons and juvenile detention facilities, Medicaid eligibility, and the impact of transportation policies on planning and implementing effective transition programs. Some members of the committee also served on the referent group developing recommendations for a proposed Transition Coordinator rule.

### **State Improvement Grant (SIG)**

Contact: David Smith at (517) 373-7930 or at [smithdl@michigan.gov](mailto:smithdl@michigan.gov)

The SIG is operating in a sixth year extension of its five-year USDoE/OSEP grant. The OSE/EIS has received a new three-year grant that will focus on middle schools that did not make Adequate Yearly Progress (AYP) for their special education subgroup in the areas of Mathematics and English Language Arts. Collaboration with general and special education stakeholders/experts



and partnership with selected middle schools will be implemented. Current SIG initiatives provide a foundation for the new SIG grant. These include the following:

### **Aligning for Leadership Forums**

These “disciplined dialogue” forums utilize “CogniScope” methodologies to engage diverse stakeholders in building consensus around a plan of action to address complex system issues. Recent forums include one with a cross-section of the MDE, from the superintendent to administrative support staff. Another forum engaged members of the SBE and MDE leadership in enhancing alignment between policy and operations. Similar forums to be piloted in several local districts this fall will serve as prototypes for the collaborative approaches to addressing complex system issues proposed in the new SIG grant.

### **Mathematics AYP Study Group**

Content and instructional specialists from general education and special education provided five days of training for two clusters of schools in July 2004. One session was held at Saginaw ISD, the other at Wayne Regional Educational Service Agency (RESA). Participating teams came from elementary and middle schools that did not make AYP in mathematics because of the performance of their Special Education subgroup. Site visits and additional days of training will help sustain learning initiated during these sessions. Emerging strategies for mathematics content and pedagogy will be integrated into the new grant.

### **Quality Assurance Review (QAR)**

The QAR is a continuous improvement process that incorporates a data based decision model aligned with a school’s overall improvement plan, which specifically addresses the improved performance of students with disabilities. Initiated in 2000 and refined through practice it is now undergoing a thorough review by external evaluators with an eye toward refining key tools and strategies—such as the self-assessment survey and school improvement strategies of particular relevance to students with disabilities—to be incorporated into the new SIG grant. Discussions have also been initiated on how to integrate with MI-Plan, a web-based school improvement planning and implementation tool.

### **Personnel Development Collaborative (PDC)**

Contact: Fran Loose at (517) 241-4414 or at [loosef@michigan.gov](mailto:loosef@michigan.gov)

The PDC is a capacity building personnel development initiative within the Michigan’s SIG. It is designed to respond to local personnel development (PD) needs and PD strategic directives which have emerged through Michigan’s CIMP.

Between May 2003 and June 2004, the second PDC worked with seven ISDs having 7-10 member teams participate. The teams each included representatives of special and general education, parents, board members, paraprofessionals, and Title I. The intent was to enhance student performance by designing/enhancing high quality, data-driven, job-embedded PD. Some of the teams will continue their work through the 2004-2005 school year. The work of the PDC

aligns with the National Staff Development Council Standards for Staff Development. These standards now serve as the core of Michigan's professional development vision and standards.

**State Interagency Coordinating Council (SICC)**

Contact: Barb Schinderle at (517) 241-2591 or at [schinderleb@michigan.gov](mailto:schinderleb@michigan.gov)

The SICC and its five subcommittees continue to address activities from the APR. This past year, the SICC developed and distributed a Transition Guide to be used when children transition from *Early On*. Also created was an Implementation Guide to Natural Environments, which outlines how services are to be delivered to infants, toddlers and their families in their natural environment. The Local Self Assessment Tool was developed to collect detailed data from local service areas that will broaden and strengthen activities reported to the Federal Government in the APR.

## **IDEA Mandated Activities Projects**

Each year the federal allocation to Michigan includes state set-aside funds for discretionary activities to meet requirements of the Individuals with Disabilities Education Act. These activities are determined by personnel needs in the state (example: the Autism initiative; the Early On Pre-Service Grant), by monitoring and compliance findings (example: secondary transition services), by systemic obligations and considerations of economy of scale (example: alternate assessment; MICIS), and as a result of new requirements from the United States Department of Education (example: Continuous Improvement and Focused Monitoring). The following is a summary of these activities.

### **Autism Collaborative Endorsement (ACE)**

Contact: Joanne Winkelman at (517) 373-1696 or at [winkelmanj@michigan.gov](mailto:winkelmanj@michigan.gov)

Six state universities (Central Michigan University, Eastern Michigan University, Grand Valley State University, Northern Michigan University, Oakland University, and Wayne State University) joined together in January 2002 to form the ACE, an Internet-based program for special education teachers seeking a second endorsement in autism. To date 18 teachers have received their ACE endorsement.

The ACE only requires one application and allows students to register for courses on-line. This program enables students to take courses from a variety of institutions without having to travel or apply to each school separately. Completion of the practicum is arranged through their home university. For more information, visit the ACE web site at <http://ace.coe.wayne.edu> or call the toll free number 1-888-216-1029.

### **Center for Educational Networking (CEN)**

Contact: Linda Lynch at (800) 593-9146 or at [lal@eaton.k12.mi.us](mailto:lal@eaton.k12.mi.us)

The CEN is an IDEA Mandated Activity Project (MAP) designed to function as a statewide education information network. CEN offers services such as print and electronic production, web site and database solutions, design and technical services. CEN offers services to a variety of special education stakeholders including; individuals with disabilities, families, educators, community service providers, MAPs, and the MDE, OSE/EIS. Specific services include: production and dissemination of products and publications; facilitation of networking among special education stakeholders; event coordination; maintaining a web site and developing web sites for other MAPs; maintaining an archive of electronic documents and converting paper documents to electronic files; and facilitation of statewide personnel development activities.

**Early On Infant Toddler Intervention Preservice Grant**

Contact: Susan Sunden at (616) 331-2519

The School of Health Professions at Grand Valley State University (GVSU) has served as the pre-service component for early intervention personnel as part of the federally required comprehensive system of personnel development (CSPD) in Michigan for Part C of the IDEA. Completed products for this grantee include; A Guide for Course Development and Implementation, A Guide for Course Development and Implementation for Paraprofessionals, a course at GVSU SHP 580-- Interdisciplinary Early Intervention for 3 credit hours, a Summer Workshop series at six ISDs for free Continuing Education Units (CEUs) and a 3 credit offering using the format of interactive television in which eight ISDs were connected for An Interdisciplinary Approach to Early Intervention. A marketing video has been produced and disseminated to colleges and universities in Michigan regarding replication of this course. This three-year grant period is up in September 2004.

**Early On Training and Technical Assistance (EOT&TA) and Family information Exchange**

Contact: Julie Banfield at (866) 334-5437 or at [banfield@edzone.net](mailto:banfield@edzone.net)

Clinton County RESA's *Early On* EOT&TA serves as the foundation of the federally required comprehensive system of personnel development (CSPD) in Michigan for Part C of the IDEA. The EOT&TA's purpose is to provide training and technical assistance (TA) to interagency providers of early intervention services to assist them in enhancing their qualifications and in demonstrating competencies in the delivery of services. The typical process for supporting personnel includes both training and TA. Initial training is followed by a series of activities that sustain the learning; further TA is offered for incorporating and implementing the competencies learned. The sustained learning and TA are provided by TA Specialists and take place in the local service area. *Early On* Institutes are two-day trainings held at least twice a year that include the basics of the early intervention system for personnel new to *Early On*. The *Early On* Conference is held annually at various locations across the state. The conference is designed to meet the needs of personnel at different stages in their careers and highlights areas that are stressed as priorities through the Continuous Improvement Monitoring Process (CIMP).

**Michigan Assistive Technology Resource (MATR)**

Contact: Jeff Diedrich at (800) 274-7426 or at [matr@edzone.net](mailto:matr@edzone.net)

The MATR is an IDEA mandated activity for assistive technology services, a related service required under the IDEA. During the 2003-2004 school year, MATR adopted a new service delivery model, emphasizing outreach, training, and support at the district level. Each of the five assistive technology regions was assigned a MATR consultant to serve as a liaison to MATR, both gathering regional needs and disseminating information. MATR provided numerous trainings throughout Michigan in 2003-2004. MATR produced and distributed training modules to each of Michigan's ISD's that included an overview of assistive technology and consideration and decision-making framework. Additional modules will be produced and distributed throughout the 2004-2005 school year. MATR continues to offer both a software and equipment

lending library, allowing districts a six-week trial period to determine effectiveness of assistive technology and assisting districts in making financially responsible decisions.

**Michigan's Integrated Behavior and Learning Support Initiative (MiBLSi)**

Contact: Kathryn Schallmo at (586) 228-3330 or at [kschallmo@misd.net](mailto:kschallmo@misd.net)  
Steve Goodman at (877) 702-8600 ext. 4027 or at [sgoodman@oaisd.org](mailto:sgoodman@oaisd.org)  
Margaret McGlinchey at (269) 385-1581 or at [mmchline@kresanet.org](mailto:mmchline@kresanet.org)

The mission of MiBLSi is to develop support systems and sustained implementation of a data-driven, problem-solving model in elementary schools. This is accomplished through the implementation of school wide Positive Behavior Support (PBS) and school wide reading intervention. This Mandated Activities Project meets requirements under the IDEA for schoolwide Positive Behavior Supports and provides assistance in early intervention for preventing academic failure. Data systems used include the School Wide Information System (SWIS) and the Dynamic Indicators of Basic Early Literacy Skills (DIBELS). This model builds on the recommendation of the National Research Council calling for a multi tiered model of prevention/intervention to address the needs of all students, and impacts school wide systems which includes school improvement, grade level and individual response to intervention. In the first year nine regional teams, supporting up to three elementary schools, were selected and funded. These schools were provided with regional training, which totaled 24 days. In the 2004-2005 school year, the opportunity to participate in MiBLSi will be available through an application process. Several orientation sessions will take place in September 2004 to provide more information about participation. Four to six new regional teams and approximately 24 new schools will be funded. Further information is available at [www.cenmi.org/miblsi](http://www.cenmi.org/miblsi).

**Michigan Special Education Mediation Program**

Contact: David Gruber at (517) 485-2274 or at [resolve@tds.net](mailto:resolve@tds.net)

The Michigan Special Education Mediation Program (MSEMP) exists to resolve, in a collaborative and non-adversarial manner, disputes that arise under IDEA and to facilitate IEPT meetings. The MSEMP provides mediation services at no cost, as required under the IDEA, IEP facilitation services, conflict resolution training, and education to the special education community about the benefits of mediation and other forms of collaborative problem solving. The program works through the Community Dispute Resolution Program, a statewide network of nonprofit conflict resolution centers, to provide parents and school districts with an alternative to the hearing and complaint processes. In October 2004, the MSEMP will have a new administrator, the Dispute Resolution Association of Michigan (DRAM). DRAM will build on the successful leadership the program has enjoyed from the State Court Administrative Office (SCAO) since 1996. Outreach to educators and parents will be a major focus of the coming year. The MSEMP will strive to increase awareness of the usefulness of mediation and facilitation in fostering cooperative solutions that benefit students while recognizing the needs and interests of all the parties.

### **Michigan's Transition Outcomes Project (MI-TOP)**

Contact: Laurie Bradley at (517) 373-2677 or at [bradleylm@michigan.gov](mailto:bradleylm@michigan.gov)

The Michigan Transition Outcomes Project (MI-TOP) initiative was implemented the fall of 2004 to assist ISDs to improve graduation and drop out rates and special education post-secondary outcomes. MI-TOP provides support to ISDs to analyze data portrait information, IEP review data, and parent survey data. MI-TOP is committed to working with ISDs to become leaders in change, honoring work done, and developing a system that identifies excellence. Collaborative work with ISDs continues to identify areas needing support, provide technical assistance, and build capacity. Work in the 2003-2004 fiscal year centered on collecting, compiling and interpreting data, identifying needed supports, and applying new learning. MI-TOP's focus for the 2004-2005 fiscal year is to assist ISDs as they reach beyond compliance to quality. For more information, visit the Michigan Transition Resources web site at [www.cenmi.org/tspmi](http://www.cenmi.org/tspmi).

### **Personnel Development (PD) Mini Grants**

Contact: Lamia Haddad at (517) 373-4584 or at [haddadl@michigan.gov](mailto:haddadl@michigan.gov)

This project focuses on improved performance of students with disabilities. The total amount of funds available for these grants in 2004-2005 is \$250,000. Forty-seven (47) projects for one-year programs, and ten (10) projects for three-year programs have been supported for fiscal year 2004-2005.

The PD Mini-Grant is designed to support projects in K-12 classroom level. All education personnel with ISDs, LEAs, and PSAs are eligible to apply. Eligible applicants include: classroom teachers instructing students receiving special education services, team(s) of special/general education teachers and paraprofessionals, ancillary service providers, education service administrators, collaborative teams of multi-disciplinary teachers, paraprofessionals, and parents. The applicants are encouraged to collaborate with general education staff and include diverse student populations.

The one-year PD Mini-Grant (2004-2005) projects address the following issues: Reading and Writing (22); Sensory Motor Development (5); Math (2); AT (6); PBS (2); Access to General Education (4); Communication (3); and Independent Living (3).

The three-year PD Mini-Grant (2002-2005) projects address the following issues: AT (1); Reading (3); PBS (1); Sensory Motor Development (1); Teacher Training (1); and Transition (3).

### **Project Find and Public Awareness, Information & Referral (PAIR)**

Contact: Deb Canja at (517) 381-0528 or at [deb@bridges4kids.org](mailto:deb@bridges4kids.org)

As Michigan's PAIR grantee, Bridges4Kids provides public awareness, information & referral services to Michigan's IDEA child find initiatives: *Early On* (IDEA Part C) and Project Find (IDEA Part B). Bridges4Kids operates the statewide, toll-free phone number for *Early On* (1-800-*EARLY ON*) and Project Find (1-800 252-0052). Technical assistance is provided to ISD's



and other agency partner coordinators to help publicize the benefits of early intervention and the availability of early childhood services. Publications are developed and distributed to ISD's for distribution locally, including the *Early On* brochure, Family Rights brochure, *Early On*/Project Find bookmarks, posters, etc. The PAIR grant provides links to and among early childhood and special education programs, organizations, and agencies both within Michigan and nationwide.

### **Qualitative Compliance Information Project**

Contact: Lyke Thompson at (313) 577-5209 or at [ad5122@wayne.edu](mailto:ad5122@wayne.edu)  
Charo Hulleza at (313) 577-8831 or at [c.hulleza@wayne.edu](mailto:c.hulleza@wayne.edu)

The purpose of this project is to support the on-going evaluation of Part C of IDEA in Michigan. The evaluation provides formative feedback to State level stakeholders regarding the progress of Part C, and provides long-term assessment of the impact of Part C on families and on the service system. This Mandated Activities Project supports the Continuous Improvement Process for Part C and provides necessary information for federal verification and monitoring. Current activities include a biennial Service Coordinator Survey of approximately 770 service coordinators, and an annual Family Survey of approximately 5,500 families who currently receive *Early On* services and 1,300 who have recently transitioned out of *Early On*. The project also is interviewing families regarding receipt of services, both to facilitate *Early On* System Review and to gather data to meet federal requirements. This will help determine if children are receiving timely and appropriate services according to their Individualized Family Service Plan. In the fall, the project will survey local *Early On* Coordinators and Local Interagency Coordinating Council (LICC) members about implementation of *Early On* in their area.

### **Statewide Autism Resource and Training (START) Project Summary**

Contact: Amy Matthews at (616) 331-6480 or at [matthewa@gvsu.edu](mailto:matthewa@gvsu.edu)

This Mandated Activities Project was initiated to improve systemic issues in the delivery of services to students with Autism and to address unmet personnel needs in Michigan. The START Program serves as a coordinating and supporting entity for school systems and regional networks across the state of Michigan to increase *access* to local resources, training and supports for students with autism spectrum disorder and ensure the identification and use of effective practices. The project has utilized several different methods to accomplish this statewide effort. Intensive trainings, tailored to each school program based on a model of skill development and application, emphasize teaming and collaboration. Model Demonstration Sites which use interventions, assessments, and curriculum that are deemed highly effective for individuals with autism spectrum disorders are also supported statewide. The development of Regional Collaborative Networks & Effective Practices Leadership Initiative (EPLI) has provided collaboration among school systems and regional stakeholders to form a network of support and information for educators working with students with autism in each region of the state.

## Acronyms

ACE	Autism Collaborative Endorsement
AI	Autistic Impairment
APR	Annual Performance Report
AYP	Adequate Yearly Progress
CAUSE	Citizens Alliance to Uphold Special Education
CB	Capacity Building
CEN	Center for Educational Networking
CEPI	Center for Educational Performance Information
CI	Cognitive Impairment
CIFM	Continuous Improvement Focused Monitoring
CIMP	Continuous Improvement Monitoring Process
CIMS	Continuous Improvement Monitoring System
CMS	Centers for Medicare and Medicaid Services
CSPD	Comprehensive System for Personnel Development
DCH	Department of Community Health
DIBELS	Dynamic Indicators of Basic Early Literacy Skills
DLEG	Department of Labor and Economic Growth
DOC	Department of Corrections
DRAM	Dispute Resolution Association of Michigan
EETRK	Early Education Tracking System
EI	Emotional Impairment
EIS	Early Intervention Services
EOSD	Enhancing Opportunities for Students with Disabilities
EOT & TA	Early On Training and Technical Assistance
EPLI	Effective Practices Leadership Initiative
ESA	Educational Service Agency
ESD	Educational Service District
FAPE	Free and Appropriate Public Education
FFS	Fee-For-Service
FIA	Family Independence Agency
FY	Fiscal Year
GLARRC	The Great Lakes Area Regional Resource Center
GVSU	Grand Valley State University
HI	Hearing Impairment
IDEA	Individuals with Disabilities Education Act
IEP	Individualized Education Program
IEPT	Individualized Education Planning Team
IFER	Interim Federal Expense Report
IHE	Institutions of Higher Education
ISD	Intermediate School District
LD	Learning Disability



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LEA	Local Educational Agency
LICC	Local Interagency Coordinating Council
LIO	Low Incidence Outreach
LRE	Least Restrictive Environment
MAASE	Michigan Association of Administrators of Special Education
MAISEA	Michigan Association of Intermediate Special Education Administrators
MAP	Mandated Activities Project
MDE	Michigan Department of Education
MEGS	Michigan Electronic Grants System
MEIS	Michigan Education Information System
MI	Mental Impairment
MiBLSI	Michigan's Integrated Behavior and Learning Support Initiative
MI-CIS	Michigan Compliance Information System
MI-TOP	Michigan Transition Outcomes Project
MPSERS	Michigan Public Schools Employee Retirement System
MSB	Michigan School for the Blind
MSD	Michigan School for the Deaf
MSEMP	Michigan Special Education Mediation Program
NCLB	No Child Left Behind
NSDC	National Staff Development Council
OHI	Other Health Impairment
ORR	Office of Regulatory Reform
OSE/EIS	Office of Special Education and Early Intervention Services
OSEP	Office of Special Education Programs (U.S. Department of Education)
PAC	Parent Advisory Committee
PAIR	Project Find and Public Awareness, Information & Referral
Part B	Special Education (under IDEA)
Part C	<i>Early On</i> (under IDEA)
PBS	Positive Behavior Support
PCG	Public Consulting Group
PD	Personnel Development
PFR	Program Fiscal Review
PI	Physically Impaired
PSA	Public School Academy
QAR	Quality Assurance Review
RESA	Regional Educational Service Agency
RESD	Regional Educational Service District
RFP	Request for Proposal
RFR	Request for Rule Making
RMS	Registry Management System
SA	Service Area
SB-CEUs	State Board - Continuing Education Units

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SBE	State Board of Education
SCAO	State Court Administrative Office
SEA	State Education Agency
SEAC	Special Education Advisory Committee
SESOM	Special Education Supervisors of Michigan
SICC	State Interagency Coordinating Council
SIG	State Improvement Grant
SPAC	Statewide Parent Advisory Committee
STart	STatewide Autism Resource and Training
SWIS	School Wide Information System
TA	Technical Assistance
TMT	Training, Materials and Technology
TS	Transition Services
USDoE	United States Department of Education
VI	Visual Impairment